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ABSTRACT

The commitment of administrators to the work role, the institution, and the career was studied using data from a survey and interviews of mid-level administrators at a large research university. A total of 256 administrators responded to the survey, and 6 participated in followup interviews. Approximately 80 percent of the respondents were found to be primarily committed to the university where employed or the position held. The nature and intensity of reasons for commitment to the work role, the institution, and the career were examined. The mid-level administrators rated their commitment to the university and to their positions more highly than their commitment to a career in higher education. Important reasons for commitment were autonomy, pride, recognition and prestige, and interesting people and colleagues. The interviews provided additional insight into these reasons. It was found that many of the mid-level administrators apparently did not work closely or interact frequently with either faculty members or students. Three orientation groups--university-oriented, career-oriented, and position-oriented--differed in the patterns of linkages contributing to their commitment to their work. (SW)

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WORK ORIENTATION OF UNIVERSITY MID-LEVEL ADMINISTRATORS: COMMITMENT TO WORK ROLE, INSTITUTION, AND CAREER

Paper Presented at 1984 Annual Meeting
of the
Association for the Study of Higher Education

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Work Orientation of University Mid-Level Administrators:

Commitment to Work Role, Institution, and Career

ABSTRACT

Using data from a survey and interviews of mid-level administrators at a large research university, the study examined the commitment of the administrators to the work role, the institution, and the career. Approximately 80 percent of the respondents were found to be primarily committed to the university where employed or the position held. The nature and intensity of reasons for commitment to the work role, the institution, and the career were examined. Important reasons were autonomy, pride, recognition and prestige, and interesting people and colleagues. Interview data enriched the findings from statistical analyses. Several theoretical models concerning commitment which are found in the literature guided the study.

Work Orientation of University Mid-Level Administrators: Commitment to Work Role, Institution, and Career

The Problem

While issues relating to work and the quality of worklife are the focus of considerable study and discussion in industry and increasingly in public sector organizations, relatively little attention has been directed to the study of colleges and universities as workplaces. For many years, the quality of worklife in universities and colleges has been viewed as ideal compared to working conditions in other settings. However, higher education is now experiencing pressures from several directions -- declining economic resources, low mobility in the academic marketplace, greater centralization of decisionmaking -- which may alter its assumed advantages for the people working within it.

Among those working within colleges and universities are mid-level administrators, many of whom have abilities and talents also useful in the corporate and industrial world. This group of employees holds a particularly unique position in the organization. While they wield considerable power, they are simultaneously quite limited in authority, often squeezed between conflicting demands of faculty members, top administrators, and students. The literature suggests that middle-level administrators often are barred from participation in the determination of institutional goals and missions, limited in opportunities for upward mobility, bestowed with only minimal rewards, and accorded less than full respect from faculty members (Kanter, 1979; Scott, 1978, 1979). These conditions could cause mid-level administrators to be a disaffected, frustrated constituency within higher education. Such attitudes and related behaviors presumably would lessen the productivity and quality of work performed by these employees.

In contrast, however, Scott's 1978 monograph on middle managers in higher education reports that they feel general satisfaction with their work. Interviews the researcher for this study has conducted with university middle administrators also indicate that, while they generally express awareness of limited mobility options and restricted decision-making power, expected discontent and lowered commitment do not always occur. It appears that, while restricted opportunity and power structures seem to be linked to low commitment among employees in corporate settings (Kanter, 1977), this pattern may not always be found in higher education. Rather, interviews and observations suggest that collegiate middle administrators base their commitment to their work on a wide range of factors, many of which relate to values associated with universities and colleges. These various reasons seem to be sufficiently strong as to maintain commitment even in the face of limited opportunity and power.

Given the seeming contradiction between the limitations experienced by middle administrators and their reported general satisfaction, this paper analyzes the patterns of work orientation exhibited by these university employees. While studies of commitment usually address only commitment to a job or to an organization, this study examines commitment to the job, to the organization (university), and to the career in higher education. Because of this more encompassing approach, the term "work orientation" is used. Work orientation is defined as a) the degree of commitment an individual expresses toward the work role, the institution, and the career, and b) the patterns of linkages (or factors) contributing to an individual's commitment to his or her work, at the three levels of work role, institution, and career. The specific research questions addressed are as follows:

1. What are the levels of commitment that university mid-level adminis-

trators report feeling toward the work role, the university, and the career in higher education?

2. What are the types of factors and the intensity of those factors that bind university mid-level administrators to their work role, institution, and career?

3. How do university mid-level administrators describe the importance of the factors contributing to their commitment to their work?

4. When comparisons are made between those most committed to the work role, those most committed to the university, and those most committed to the career in higher education, what are the differences between the three groups in the patterns among the factors contributing to commitment to the work role, to the institution, and to the career?

Theoretical Framework:

The study of work orientation is a central sociological interest because of the important role this concept plays in the health of both organization and individual. Work orientation relates to how employees perceive their work and do their work. As stated previously, it is defined as a) the degree of commitment an individual expresses toward the work role, the institution, and the career, and b) the patterns of linkages (or reasons) contributing to an individual's commitment to his or her work. Many studies (often done in business settings) indicate that commitment and job involvement of employees are critical to the success of an organization (Buchanan, 1974; Kanter, 1977; Steers, 1977).

Mowday, Porter, and Steers' (1982) definition of commitment, patterned after Porter and Smith's (1970) widely-used definition is accepted in this study. They define organizational commitment as:

> ...the relative strength of an individual's identification in a particular organization. Conceptually, it can be characterized by at least three factors: a) a strong belief in and acceptance of the organization's goals and values; b) a willingness to exert considerable effort on behalf of the organization; and c) a strong desire to maintain membership in the organization (p. 27).

The same definition for commitment with the substitution of the terms "work role" and "career" is accepted as a definition of job commitment and career commitment.

The specific concept of work orientation is partly based on Etzioni's work (1961). According to Etzioni, an actor can be involved or committed with respect to a variety of targets. The emphasis on the reasons that contribute to commitment is based conceptually on the notion of exchange which runs throughout the commitment literature (March and Simon, 1958; Mowday, Porter, and Steers, 1982). Certain expectations and needs of employees are met through their commitment to and involvement in their jobs, organizations, and careers. Using these sociological concepts, this paper focuses on the nature and intensity of university middle administrators' commitment to these targets: the work role occupied, the employing institution, and the career in higher education. The paper also analyzes the intensity of the various reasons (or linkages) contributing to mid-level administrators' commitment to the three targets. The nature of each of these factors may be defined as one of three types: a) affective (relating to emotional attachments to people in the system); b) instrumental (relating to rewards associated with participating in the system); and c) moral (relating to the norms and beliefs of the system) (Kanter, 1972).

Data Sources

Mid-level administrators are defined as individuals who report to the top-level administrators of a university or to other middle administrators. They often supervise other supervisors and other professionals, but they also may sometimes supervise non-professional staff. They are not the first-line administrators themselves, however, who supervise only non-exempt staff. They may hold either line or staff positions, but they may not have their primary

appointment as faculty members. The sample for this study included 424 mid-level administrators who met this definition at a major public research university in the mid-west. The researcher conferred with the university's personnel office to determine the administrators to be included. Two hundred fifty-six administrators answered the survey, resulting in a response rate of 62 percent. Six respondents participated in follow-up interviews. While further study in other institutions would be necessary to expand the generalizability of the findings, the university where the study was conducted may reasonably be considered as similar in environment to many others.

Methodology

The study findings are based on both quantitative and qualitative analyses.[1] An extensive survey designed by the researcher included questions on the intensity of commitment to the work role, to the university, and to the career. Respondents were asked to indicate the degree of their commitment to the career in higher education, the university where they were employed, and the position they occupied on a one to five scale, with one equal to "not important at all" and five equal to "extremely important." Respondents also were asked to rank order the three targets, the career, the university, and the position, in order of their importance.

Items measuring the importance of various reasons for commitment (linkages) to the career, the university, and the position were measured on a one to five scale (one = "not important at all", 5 = "extremely important"). The reasons listed for each target area included some that were instrumental, some that were affective, and some that were moral. To the extent possible,

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[1]Summary results are presented in this paper. Details concerning the methodological steps and the findings are available from the author.

items measuring reasons for commitment were designed to be comparable across the three "target" areas. (See Table 1). Separate factor analyses based on principal components analyses and using varimax rotation were conducted separately on those linkage items concerning commitment to the career, those concerning commitment to the university, and those concerning commitment to the position. The Kaiser statistic, which measures sampling adequacy, was low for each set of linkages taken separately. For this reason, the researcher concluded that each set of reasons for commitment, taken separately, probably did not include enough variables to produce sufficiently interpretable factors.

Consequently, all 37 items measuring the importance of reasons for commitment to the career, the university, and the position were entered into one factor analysis. Based on principal components analysis and using varimax rotation, eight factors emerged. Table 1 shows the factors and the loadings of the linkages on each factor.

[Insert Table 1 about here]

When all linkages to all three targets were included in the analysis, the resulting eight factors selected for retention grouped items of similar content, regardless of the target toward which they were directed. That is, respondents were more likely to think similarly about comparable linkage items across the three targets (work role, institution, and career) than they were to differentiate between the three targets. For these reasons, further analyses in the study used indices constructed from those variables loading most highly (above .40) on each factor. Each index consisted of the mean of a respondent's answers to the linkage items comprising that index.

The indices, which reflect eight basic types of reasons for mid-level administrators' commitment to their work, including the three levels of position, institution, and career, are as follows: Students, Salary and Fringe

Benefits, Autonomy, Surrounding Social and Cultural Opportunities, Pride, Faculty, Interesting People and Colleagues, and Recognition and Prestige. Respondents with a high score on the Student index, for example, would feel that their involvement with students is an important reason for their commitment to their work. Specifically, they would rate as important reasons for commitment the opportunities they have to interact with students and the pride they take in the contribution of their positions, their institution, and colleges and universities in general to the growth and learning of students.

In addition to the quantitative analyses, qualitative data about degree of commitment to work role, university, and career and about reasons for commitment to one's work were gathered through structured interviews with six university mid-level administrators. Two administrators were selected from each of three groups of administrators -- those most committed to the university, those most committed to the position occupied, and those most committed to the career in higher education. Each set of two was selected on the basis of the degree to which they exemplified characteristics most typical of their group of administrators. The qualitative data are used to enrich and contribute to the interpretation of the findings from the quantitative analyses.

Results

Commitment to University, Work Role, and Career

The middle administrators were asked to rank order the degree of their commitment to a career in higher education, to the university, and to the position. Table 2 shows the results from this question. Half of the respondents (50.2 percent) ranked the position as most important to them, when compared to the career in higher education or the university. About one-third (34.1 percent) ranked the institution as most important, and only 18.4 percent

ranked the career in higher education first. A large majority (62.8 percent) ranked the career in higher education as least important to them.

[Insert Table 2 about here.]

This question was included on the survey as a means to identify the primary target of respondents' commitment. Based on the target which each respondent ranked first, he or she was identified with one of the three orientation groups: those most committed to the university (called the University-Oriented Group), those most committed to the career in higher education (called the Career-Oriented Group), and those most committed to the Position (called the Position-Oriented Group).

In order to examine more closely the levels of commitment that university mid-level administrators feel toward their jobs, the university where they are employed, and their careers in higher education, respondents also were asked to rank the degree of their commitment to each of the three targets on a scale ranging from 1 (not important at all) to 5 (extremely important). Results are reported in Table 3. When reporting the degree of their commitment to a career in higher education, only 20.7 percent of the respondents reported this target to be considerably or extremely important. The mean number response was 2.6, which falls between only a little important (2) and moderately important (3). In contrast, many more respondents rated their commitment to the institution in which they work and their commitment to their particular position as considerably (4) or extremely important (5). Sixty-four percent rated their commitment to the university where they work as considerably or extremely important, and 54.6 percent of the respondents gave such a high rating to their commitment to their particular position. Examination of the other end of the rating scale also shows that these mid-level administrators, overall, did not evaluate their commitment to the

career in higher education nearly as strongly as their commitment to the university and the position in which they work. While 43 percent of the respondents rated the degree of their commitment to the career in higher education as not important at all or only a little important, the comparable figures for commitment to the institution was only 16.2 percent and for commitment to the particular position, only 19.4 percent.

[Insert Table 3 about here.]

When the rating analysis (Table 3) is compared with the ranking analysis (Table 2), it is clear that the mid-level administrators both rated and ranked their commitment to the university and to their positions more highly than their commitment to a career in higher education. The response to the rating questions (Table 3) shows a somewhat higher percentage of respondents indicating that the institution was considerably or extremely important (64.4 percent) as compared to a smaller percentage answering in this way concerning the position (54.6 percent). In comparison, the rank ordering of the three targets (Table 2) shows the institution was ranked as most important by a smaller proportion (34.1 percent) than the proportion (50.2 percent) who ranked the position as most important. At first glance, a discrepancy seems to exist between the respondents' rating and ranking of commitment to the institution and commitment to the position. However, when the proportion of respondents who ranked the institution first or second in importance (81.3 percent) is compared to those who ranked the position first or second (82.9 percent), the percentages are almost identical. For this reason, the researcher concluded that the ranking and rating scales are not contradictory. Rather, both the institution and the position may be very important targets of commitment for many respondents.

In summary, the data suggest that a large majority of the respondents

felt strong commitment to both the university where they are employed and the particular positions in which they work. When they were pushed to rank order the importance of the three targets, the position was ranked somewhat more highly. In any case, while the administrators' overall orientations to the institution and their positions was quite high, their orientation as a group to the career in higher education was much lower in comparison. Only a small percentage ranked the career as most important.

The researcher used the interviews, which were conducted several months after the survey was completed, to verify to a degree whether respondents' ranking of their commitment to the university, to the position, and to the career remained constant over time. Five of the six administrators interviewed ranked their commitment to ech of the targets in exactly the same order as they had on the survey. The sixth differed in his rating, but his explanation explained this difference and essentially verified his survey rating.

Reasons for Commitment

The factor indices representing reasons for commitment had potential scores on a scale ranging from one (not important at all) to five (extremely important). Two-tailed t-tests were used to compare the means of the linkage indices in order to determine their relative importance as reasons for commitment (see Table 4). Figure 1, based on the administrators' mean ratings of the linkages and on the pairwise t-tests comparing these means, diagrams the relative importance of various reasons for university administrators' commitment to their work.

[Table 4 and Figure 1 about here.]

Figure 1 shows that the autonomy available in administrative work in higher education was of greatest importance as a contributor to commitment. Pride in the contributions made by universities and colleges was also very important. Other important reasons were recognition and prestige, and the opportunity to be around interesting people and collegues. While some of these reasons are instrumental, one is moral, and one is affective, it is noteworthy that all are of an intrinsic nature.

Lower in importance were salary and fringe benefits, and the facilities and social and cultural opportunities available at universities and colleges. These are both instrumental reasons, but much more extrinsic in nature.

Of lowest importance in contributing to the commitment of the respondents, taken as a group, were involvements with faculty members and students. The low rating of these affective reasons may be due to the fact that many mid-level administrators do not have extensive daily contact with students or faculty members.

In summary, when the respondents were taken as a group and when indices were derived from the linkage items and compared, the mid-level administrators identified several intrinsic reasons for commitment as somewhat more important than such instrumental and extrinsic reasons as salary and facilities and social/cultural opportunities. It is noteworthy, however, that while such extrinsic reasons as salary, fringe benefits, and the availability of university facilities and social/cultural opportunities were rated significantly lower than some of the more intrinsic reasons, they were still rated as quite important.

The qualitative data gathered through respondents' answers to open-ended questions on the survey and through structured interviews consistently support the quantitative findings regarding the importance of various reasons in

contributing to the commitment of university mid-level administrators.

Pride in the contributions the university makes to society and belief in the values higher education represents, the recognition and prestige associated with working at a major university, and the opportunity to work with interesting colleagues and meet people of diverse interests were mentioned frequently in both the interviews and the open-ended question responses. Autonomy in the work was noted as important, too, though it was not mentioned as often in the interviews without an initial question or cue from the interviewer. Both interview and open-ended comments indicated that the facilities and social/cultural opportunities available in a university setting, while valued, are not as important in contributing to administrators' commitment as the other reasons already mentioned. The importance of salary and fringe benefits as a factor is more difficult to determine from the qualitative data; several interpretations are possible. The interviews and open-ended question responses suggest that interactions with students and faculty are not important reasons for commitment, because many administrators have few such interactions.

The discussion that follows provides examples of mid-level administrators' perceptions of various reasons for their commitment. These examples are taken from responses to the open-ended survey questions and from the interviews.

Autonomy

In the statistical analyses of the survey data, autonomy in the work emerged as the primary reason contributing to the commitment of mid-level administrators to their work. Interestingly, however, none of the interviewees mentioned this themselves before the researcher asked about it. When they were asked if autonomy is an important factor in their commitment, they acknowledged that indeed it is. One individual interviewed, who works in an academic unit, indicated that administrative staff have autonomy to

express their ideas. He feels that the university "does not close doors," but rather lets administrators "open them." He believes that administrators have considerable autonomy because the university wants them to feel committed. His concluding remarks on this topic indicate that he feels the degree of autonomy experienced by administrators at the university where the study was conducted may be exceptional. "It's amazing," he said, "that other universities don't adopt the policy of autonomy that we have here." Whether the university where the study was done indeed has a climate of greater autonomy than other universities of course remains an open question.

In any case, another administrator, situated in a unit that works closely with non-academic concerns, observed that the university offers greater autonomy to employees than would be available in business and other sectors. He explained that autonomy is very important to him because he thrives on setting goals. A third administrator, one who works in a central institutional office, indicated that he loves "the freedom to move around and learn."

The comments expressed in the interviews suggest that many of these mid-level administrators may take the autonomy they have somewhat for granted. Several mentioned that a hallmark of work in a university is the independence that faculty members and many administrators have. They indicated that such autonomy could be an asset or a frustration, depending on the context in which one encounters it. In instances when the autonomy of faculty and administrative staff members infringes on necessary decision-making, some of the administrators expressed some frustration.

Pride

The interview data and responses to the open-ended questions show clearly that a sense of pride in higher education and their university, a belief that higher education is critical to our society, is a very important reason for

administrators' commitment to their work. This belief and pride in higher education was expressed in broad, sweeping statements as well as through more focused, specific comments. The central theme through such comments was a feeling that higher education deserves one's commitment because it has a valuable, "good" role to play in society. Many administrators echoed this remark: "I am in higher education and at this university because I believe in what we're doing here."

Several suggested that they are committed to their work because higher education improves the lives of many students each year. Work at a college or university enables one to make a contribution to future generations. Poignantly, an administrator in the area of development explained the reason for his commitment:

> [I have] a belief that what happens at a university is important to the United States. I believe that the younger generation is much more capable. . .and I want to do everything I can to ensure that they have the opportunity.

Several respondents articulated their pride that the university where they are employed plays a major leadership role for society overall and for education more specifically. One wrote:

> I have a great pride in the University and my small contribution to it. I have great hope that we will get through this period and in the future give leadership on the major social problems of the day.

Another acknowledged a desire to leave an employment situation so affected by economic problems as the university where the study was conducted, but he emphasized that his commitment to the survival of a major university was influencing him to stay. He implied that the institution was a major center for higher learning and as such, merited his suport. In his words:

> There are times when I yearn to be working in a setting where high growth rather than decline is the order of the day. But, I'm convinced that the University needs administrators who are up to the challenge of managing

> through a decline. And the survival of a major institution of higher education seems to me to be a goal worth the effort.

Several administrators noted their pride in the excellent facilities that enable the university to offer a high quality education. A library administrator explained that her commitment to her work is enhanced by her pride in the university's fine library. Explaining reasons for his commitment, an administrator in an academic unit pointed to his pride in the excellent facilities and faculty and the high-quality education available to students. An administrator in the plant and maintenance area explained that the goals of the university differ from the goals of organizations in other sectors, even in terms of maintenance issues. While a business might want a construction project completed as quickly as possible, he explained, the university expects the highest quality of work. Many administrators in the sample believe that the university aspires to and represents excellence in all areas; their pride in such excellence they cite as a major reason for their commitment to their work.

Even when they did not express a particular reason for their pride in higher education and the university where they work, the written and the interview comments of the mid-level administrators in the sample suggest that a feeling of pride is at the heart of their commitment. While acknowledging that she would likely earn more in a different sector, one female administrator firmly explained that her pride in the institution is the primary reason that she stays:

> Fortunately, I can afford to work at the University because my husband makes a greal deal more money than I... I am, overall, very satisfied to be working where I am. Things would have to change drastically for me to think about leaving. I have turned down positions in other institutions closer to home and probably with potential for higher wages because I have fun, pride, and satisfaction working in my position at this university.

The words of an administrator in the business affairs area shows the depth of his pride as a reason for his commitment. If an article about a professor appears in a newspaper, he thinks to himself, "Gee, I'm from the University." If a neighbor comments unfavorably about some aspect of the university, he takes the defensive. As he explained:

> I am totally unqualified to make comparisons [with academic aspects] of the University and other universities, but, quite frankly, some of the things [others say] set me on edge. It's a sense of pride in this institution. It is great not only in its sum total but in every piece. And I know that's not true.

Though he knows the university is not without its problems, his pride contributes to virtually unshakable commitment.

Recognition and Prestige

Related to the pride in the contributions of the university and other universities and colleges is the sense of recognition and prestige cited in the interviews and open-ended questions as reasons for commitment. As an administrator in central administration noted when asked about reasons for his commitment: "There is an element of prestige. The University is a recognized leader." Several administrators mentioned that the prestige of the university is quite apparent to them when they attend professional meetings. One administrator in the Library and Media area explained that her association with the university has increased her marketability if she seeks positions at other institutions. One response to an open-ended question included the comment: "The University has a great reputation and that lured me here." Another respondent noted: "The University is a class place in all respects."

Interesting People and Colleagues

Both the quantitative analyses and the interviews and open-ended responses show that the administrators in this study value highly the

diversity and expertise of their colleagues and others with whom they are in contact. Invariably, the six interviewees mentioned their interactions with interesting people and colleagues as critically important in contributing to their commitment. Several mentioned their enjoyment of being around intelligent, bright people; one went on to say that he "wouldn't be surprised who walks in the door" and that work with such interesting people "is not a humdrum affair." Several administrators mentioned that their colleagues are "challenging" and they learn much from stimulating interactions with them. Much of his enthusiasm, explained one administrator, derives from such interactions.

A sense that one's supervisors or colleagues care about you as an individual was expressed by at least one administrator as a reason for his commitment. While this is a somewhat different notion than citing interesting people and colleagues as a reason for commitment, it seems most appropriately considered here. It is an acknowledgement that the attitudes of those with whom one works are important for one's commitment:

> I have worked for a lot of people, people I have a lot of respect for. People who care as much about the people involved as the process itself...That matters. It's nice to know someone cares about you as an individual.

Facilities and Social/Cultural Opportunities

According to the quantitative analysis, the facilities and social/cultural opportunities open to university employees were not such strong reasons for commitment as some of the other reasons already discussed. Similarly, in the interviews and open-ended responses, the importance of the facilities and social/cultural opportunities was cited less frequently as a reason for commitment than some other reasons, and when mentioned, was not discussed at length by the interviewees. Nonetheless, while this factor may

not be as important as some others, it is seen as somewhat significant in contributing to commitment. Several interviewees noted the good quality of life in the university community, the community and cultural richness, and the opportunities to attend concerts, lectures, or other interesting events on a frequent basis as "selling points." An administrator in the library explained that because she loves the "intellectual and cultural climate here," she would not be interested in moving to a public library.

Salary and Fringe Benefits

The comments about the importance of salary and fringe benefits in contributing to mid-level administrators' commitment are the most provocative. On the one hand, the six interviews all suggested that salary level is not as important to these administrators as the other reasons they cite. On the other hand, several interview comments and a great number of written responses to open-ended questions indicated that salary level is becoming an increasingly important issue and may detract from work commitment.

In an interview, one administrator explained that she evaluates the conditions and rewards at work as a package. While she earns less money than she might in the private, business sector, she does not have to commute long distances and her family has the advantages of living in an academic community. Furthermore, she explained, the working environment is "more humane, less rigid" than she would expect to find in business. Another administrator expressed similar comments. Salary, he feels, is not as important as other things he wants from life. While he sees competition in the university, he believes the university is not as cut-throat an environment as the business sector.

One administrator whose work involves interacting outside the university with business people, noted that he meets individuals who have been earning high salaries from an early age. While acknowledging the jealousy that he

feels occasionally, he emphasized his own belief that "money's not everything;" other rewards, such as contributing to the betterment of society through his efforts at the university, are more important to him. A student affairs administrator explained that he and his colleagues could earn more in industry, but they are more motivated by their desire to be of service, their pride in the contributions of the university, the autonomy they have in their work, and the excitement of working in an academic setting, than they are by salary. A library administrator also indicated the greater importance of factors other than salary when she commented that she "could probably earn more at Ford, but I love the intellectual climate here."

The fact that the respondents to the survey had not rated salary more highly as a reason for commitment was taken by one administrator interviewed "as evidence that salaries here are competitive" with comparable professional positions outside the university. This view, however, does not seem to be shared by many of the mid-level administrators who responded to the open-ended questions. A considerable number of respondents wrote lengthy comments about the negative impact of salary cuts on their commitment.

One respondent wrote: "My skills would be worth much more with a local company." This individual interpreted the institution's recent policy to defer salary increases for administrators to mean: "You guys don't count." This individual certainly did not see salaries at the university as competitive. The effect of salaries perceived by many respondents as too low was expressed throughout the responses. A drop in morale and commitment was mentioned throughout the comments as a direct result of low salary compensation. Not receiving the financial compensation they believe to be their due, mid-level administrators feel taken for granted. The comments from the administrators as they considered the situation were poignant:

> It is probably the nature of all of us to feel overworked and underpaid at some time(s). It has, unfortunately, become more common that we feel undervalued by the president and vice-president as they set buget priorities. Collegiality must include all at the University or internal tensions will destroy us.

A similar analysis was expressed by others, too:

> It has been made very clear that we are not important enough to the powers that be to give salary increases until forced by public outcry. It's too bad. My morale has dropped to a very low level because of this. Of course faculty are important but it's the tone used towards the rest of us that has seriously altered my feelings of loyalty to this university. I used to feel very committed, very loyal, very much a part of the university community. I no longer feel a part of the group - I feel alienated by the very people I felt closest to."

In an interview, one mid-level administrator explained that salary is not very important to her "as long as I'm not getting cheated." The general impression given by the responses to the open-ended questions, however, is that these administrators increasingly feel that they are not getting the compensation they deserve. Once salary falls from a reasonable level, it seems to become an important factor in diminishing one's commitment. Bluntly, an administrator wrote: "I will leave soon if the salary package does not improve." Another explained that a declining salary is a more important factor in determining one's commitment to stay or leave than is a salary maintained at a reasonable level:

> I am more aware of salary now as it has not kept up with inflation and my buying power is less. Therefore, I am more willing to think of taking a position that provides more money and more opportunities for advancement.

Another alluded to the tradeoffs between pride and diminishing salaries and the impact of this shifting balance on mid-level administrators' commitment:

> Many of my co-workers are hurt and demoralized by overwork and underpay. It becomes harder to stay for the sake of the University and your pride in it when the salaries can't begin to be competitive nationally.

These comments suggest several interpretations. Salary and fringe benefits apparently are not as important as other factors in contributing to mid-level administrators' commitment - as long as the salary level represents reasonable compensation. If the administrators perceive that financial renumeration drops too low, however, salary seems to take a prominent role as a factor in diminishing commitment. If administrators feel they are not adequately or fairly compensated, their morale falters, they perceive that they are undervalued, and their commitment is threatened. While these observations should be explored in other university and college settings, they are consistent with Herzberg's (1966) well-known theory of the relationship between intrinsic characteristics of work and satisfaction and extrinsic characteristics and dissatisfaction.

Students and Faculty

The interviews shed some light on why working with and contributing to the development of students and working with faculty are the lowest rated reasons for administrators' commitment. Many of these mid-level administrators apparently do not work closely or interact frequently with either faculty members or students. As one administrator in a student services area explained, he has a "people-orientation" and derives much of his enthusiasm from working with people; however, except when handling special cases, he has little contact with faculty members and students.

Comparisons between the Three Orientation Groups

Once the importance of various reasons for commitment among the mid-level administrators as a total group was established, the researcher examined whether the orientation groups differed in how they evaluated the various reasons. The results of various tests indicate that the three work

orientation groups -- the University-Oriented, the Career-Oriented, and the Position-Oriented administrators -- do differ significantly in the patterns of the linkages contributing to their commitment to their work. Analysis of variance of the means of the three orientation groups on the eight linkage indices was used to develop an initial picture of the differences between the three groups. Table 5 shows that significant differences between the groups at the .01 level are found for Index 1 (Students), Index 5 (Pride), and Index 7 (Interesting People and Colleagues). The difference between the means of the three groups on Index 6 (Faculty) also is significant at the .02 level. The Scheffe comparisons provided in Table 6 show in more detail where the groups differ significantly.

[Insert Table 5 and Table 6 about here.]

These analyses of variance indicated that, at least when the three groups were compared on one linkage index at a time, significant differences between the groups existed. Given these observations, a multivariate technique, multiple discriminant function analysis, was used to determine the effects of all eight linkage items taken together in differentiating between the three orientation groups. In the first multiple discriminant analysis, the eight linkage indices (or reasons for commitment) were used as the independent or discriminating variables. The dependent groups were the three different orientation groups: Group 1, the University-Oriented administrators; Group 2, the Career-Oriented administrators; and Group 3, the Position-Orineted administrators. Examination of the loadings on this first analysis showed that several of the factor indices did not make substantial contributions to either discriminant function. A stepwise discriminant function analysis was then conducted using the backwards algorithm for selection and no special

order for exclusion indicated.

The results of the stepwise discriminant function analysis showed that three factor indices met or surpassed the criterion for remaining in the model, which was set at the .1 level of significance. Factor Index 1, Interest in Students, and Factor Index 5, Pride, were the strongest discriminatory variables, followed by Factor Index 7, Interesting People and Colleagues.

Given these results, only Factor Indices 1, 5, and 7 were entered into another discriminant function analysis. The canonical correlation for the first function derived was .34 and for the second function, .25 (See Table 7). Though only three of the factor indices were used in this analysis, only a little discriminating power was lost in comparison to the model with all eight factor indices. The percentage of variance explained between the three groups only dropped from 20.8 percent to 17.54 percent. The reasonable conclusion is that Factor Index 1 (Interest in Students), Factor Index 5 (Pride) and Factor Index 7 (Interesting People and Colleagues) are the most important discriminators among those included in this model. (Obviously much variance is not explained by this model and should be explored through investigation of other variables in future research.)

[Insert Table 7 about here.]

The first discriminant function appears to be defined by Index 1 Interest in Students) and Index 5 (Pride), while the second function is most strongly defined by Index 7 (Interactions with Interesting People and Colleagues.) Figure 2 shows the placement of the centroids of each group on the two functions. Re-examination of the analyses of variance of the three orientation groups on each linkage index taken separately provides some help

with interpreting the discriminant analysis. The discussion provided here is somewhat brief due to space limitations.

[Insert Fig. 2 about here.]

What can be said about the similarities and differences in the patterns of linkages (or reasons for commitment) of the three orientation groups analyzed? First, all three groups of administrators rated the autonomy available in administrative work in higher education as the greatest reason for their commitment to their work. Pride in the contribution made by one's unit, university, and universities and colleges in general is another very important reason. Salary and fringe benefits are somewhat important for all three orientation groups; that is, they were rated generally mid-way among the reasons evaluated. For all three groups, the opportunity to interact with faculty is quite low in importance as a reason for commitment.

In some ways, however, the three orientation groups did differ in their patterns of linkages. First, the University-Oriented administrators felt that pride in their unit, their university, and universities and colleges in general is more important as a reason for commitment than did either of the other two groups. The other two groups of administrators, however, also evaluated pride as very important (though not as important as do the University-Oriented Administrators). The very high rating of pride by the University-Oriented administrators may reflect the attachment that they feel toward the university where they work as their primary target of commitment. Given the prestigious reputation of the employing university for this sample, this finding is not surprising.

When evaluating working in an environment with students and contributing to the growth of students as a reason for commitment, the University-Oriented

administrators and the Position-Oriented administrators are more alike than either group is like those most committed to the career. For the Career-Oriented administrators, being involved with and around students is as important as pride as a factor contributing to commitment. The other two groups reported, however, that working with and contributing to the growth of students is not very important at all as a reason for commitment.

Another dimension which distinguishes between the patterns of linkages of the three groups concerns interactions with interesting people and colleagues. The Position-Oriented administrators rated this reason lower in its contributions to their commitment than did either of the other two groups. This finding may suggest that those most committed to their positions do not seek out or participate in interactions with a broad range of administrators and other people to the extent that those in the other two groups do. One can imagine that Career-Oriented administrators, particularly, would appreciate the diversity of people whom they meet as they work in various settings.

These findings indicate that the administrators in the sample for this study differ somewhat in the patterns of their reasons for commitment (at the three levels of work role, institution, and career taken together). While several reasons contributing to commitment were evaluated similarly across the sample of administrators, the three orientation groups--those most committed to the institution, those most committed to the position, and those most committed to the career--do differ in the importance they place on pride, students, and interactions with interesting colleagues and others as reasons for commitment.

Discussion, Implications, and Questions

This study is based on the premise that the quality of worklife and the nature of the relationship between individuals and their organizations is of

considerable importance. What are some of the implications and questions suggested by the findings about university mid-level administrators' work orientation patterns?

First, the finding that administrators do orient themselves to their work differently has both theoretical and applied implications. In any one sector of a university, administrators may differ in their primary commitment and, to some degree, in the importance they give to various factors as reasons contributing to their commitment. Consequently administrators may have different goals, analyze problems differently, and come to different decisions. Furthermore, their professional staff development needs may be somewhat different.

Other research conducted by the author with these data beyond the scope of this paper suggest that administrators in the three orientation groups may differ on certain personal and professional characteristics. The finding that the Career-Oriented administrators rated the importance of interactions with and work with students as high as pride as a reason for their commitment, for example, suggests that they may be administrators who work more closely with students (perhaps in student personnel) than do administrators in the other two orientation groups. Perhaps their positions are at lower levels, thereby giving them more student contact. While these questions require further research, they do suggest that investigation of different work orientations may lead to new findings about the academic workplace. Individuals advancing models to explain the development or nature of work commitment might consider including commitment to the institution, to the position, and to the career as different elements to be studied.

In this study, eighty percent of the administrators indicated that their primary commitment was to the university or to the position. The explanation

for the low proportion of primarily Career-Oriented administrators in this study may relate to the prestige of the university where the study was conducted. Some of the administrators might have felt that they would not want a career that moved them away from this university to one of lesser prestige. Studies in other types of colleges and universities would be needed to provide a more general picture of the proportion of mid-level administrators typically found in each orientation group.

Another implication of this study is that universities should find ways to promote intrinsic factors that contribute to commitment. Mid-level administrators in higher education seem to be motivated by more intrinsic reasons than those typically considered common in business and industry. They value autonomy, pride, recognition and prestige, and opportunities to work with interesting people, and find that work in higher education provides these rewards. A large majority express high commitment to the university and their position. University top-level administrators should not assume, however, that the commitment of mid-level administrators can be taken for granted. While intrinsic factors associated with university work contribute strongly to commitment, diminishing extrinsic factors appear to weaken that commitment. If administrators feel that their efforts are not valued and appreciated and if extrinsic rewards are slipping, signs of strain become apparent in their commitment to the organization. Conversely, this study suggests that institutional attention to maintaining high intrinsic rewards may support continuing levels of commitment, even when extrinsic rewards are weak.

How might senior administrators promote the commitment of mid-level administrators to their university, their positions, and a career in higher education? First, institutional leaders should articulate the missions of the

university. If the purposes and values of the institution are visible, mid-level administrators have a focal point on which to base their pride. Secondly, senior administrators and faculty members should express appreciation and recognition of the essential work done by mid-level administrators. One administrator in business affairs, interviewed in the study, explained the satisfaction he felt when the president of the university responded in writing to one of his reports. As he explained in his interview, his commitment to the university and to conscientious work was strengthened by that small attention from the president. A third suggestion is that universities provide structures that support the work autonomy of mid-level administrators and offer opportunities for professional growth. Particularly during a period when opportunities for mobility are limited both within and outside academe, special attention should be directed to opportunities for growth within the position one holds.

Commitment is a key to the quality of an individual's work and to the success of an organization. Especially in a period when demands for excellence are increasing, further study to refine our understanding of the nature of commitment and attention to institutional policies that enhance commitment should be important to those working in higher education.

TABLE 1

LINKAGE ITEMS CONTRIBUTING TO MID-LEVEL ADMINISTRATORS' COMMITMENT TO THE WORK ROLE, THE INSTITUTION, AND THE CAREER: FACTOR LOADINGS FROM VARIMAX ROTATION OF EIGHT FACTOR SOLUTION (N=232)

	Linkage Items	REASONS RELATING TO:							
		Students	Salary & Fringe Benefits	Autonomy	Surrounding Opportunities	Pride	Faculty	Interesting People	Recognition & Prestige
		Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6	Factor 7	Factor 8
Linkage Items to Work Role	Q5 Opportunities to interact with students	.85	-.05	-.00	.06	.04	.13	.02	-.08
	Q6 Salary	-.01	.60	.06	-.06	-.02	-.10	-.15	.29
	Q7 Autonomy in Position	.05	-.02	.55	.14	.04	.10	.43	.10
	Q8 Opportunity to meet interesting people	.02	.02	.11	.16	.07	.20	.60	-.06
	Q9 Pride in unit's contribution to university	-.01	.16	.15	-.14	.53	.11	.07	-.02
	Q10 Opportunity to interact with faculty	.20	.03	.07	-.01	.18	.80	.18	.05
	Q11 Fringe Benefits	-.14	.79	-.05	.14	.04	-.06	-.06	-.06
	Q12 Recognition/Prestige Associated with position	-.10	.17	.16	.09	-.04	-.09	.12	.45
	Q13 Opportunity to work with administrative colleagues	.20	.15	.09	-.29	.09	.07	.54	.37
	Q14 Pride in contribution position makes to students	.74	-.01	.09	.08	.16	.06	.08	.02
	Q15 Enjoyment of specific tasks in position	-.11	.18	.22	-.07	-.05	-.03	.10	.11

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Table 1 (continued):

Linkage Items		REASONS RELATING TO:							
		Students	Salary & Fringe Benefits	Autonomy	Surrounding Opportunities	Pride	Faculty	Interesting People	Recognition & Prestige
		Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6	Factor 7	Factor 8
Linkage Items to The University	Q23 Opportunity to interact with this university's faculty	.22	-.09	.06	.07	.17	.84	.20	.00
	Q24 Accessibility of facilities	.15	.13	-.01	.66	.10	.04	-.04	-.00
	Q25 Pride in contributions this university makes to society	.03	.03	.11	.17	.72	.16	.06	.19
	Q26 Opportunity to interact with this university's students	.88	-.02	.01	.10	.08	.17	.05	-.06
	Q27 Salary scales at this university	.06	.62	.07	-.12	.07	-.04	-.05	.19
	Q28 Recognition and prestige associated with working at this university	-.04	.09	.01	.09	.14	.06	.03	.65
	Q29 Fringe benefits at this university	-.10	.79	-.10	.14	.09	-.07	-.06	.01
	Q30 Opportunities to meet interesting people at this university	.07	-.06	.09	.18	.17	.16	.67	-.02
	Q31 Pride in the role of this university in expanding students' horizons	.45	-.04	.03	.12	.59	.10	.07	.08
	Q32 Social and cultural opportunities at this university	.18	-.03	.19	.59	.12	.14	.14	.07
	Q33 General autonomy in administrative positions at this university	.06	.02	.85	.09	.19	.02	.11	.09
	Q34 Opportunity to work with administrative colleagues at this university	.22	.10	.17	-.33	.16	.18	.46	.28
	Q35 Pride that central purpose of this university is to serve people	.07	.12	-.03	.06	.83	.03	.04	-.02

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Table 1 (continued):

Linkage Items		REASONS RELATING TO:							
		Students	Salary & Fringe Benefits	Autonomy	Surrounding Opportunities	Pride	Faculty	Interesting People	Recognition & Prestige
		Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6	Factor 7	Factor 8
Linkage	Q43 Pride in contributions of universities to students	.58	-.15	.07	.16	.39	.08	.12	.16
Items to	Q44 Fringe benefits in higher education employment	-.04	.62	.02	.20	-.05	.06	.10	-.04
Career	Q45 Social and cultural opportunities at universities	.14	-.03	.20	.62	.00	.10	.14	.14
In	Q46 Opportunity to be in and environment with students	.70	-.01	-.01	.23	.13	.15	.15	.04
Higher	Q47 Pride in the contributions universities make to society	.28	-.06	.10	.18	.59	.21	.14	.30
Education	Q48 Salary levels in higher education	.05	.54	.05	-.11	.15	.06	.06	.02
	Q49 Pride that central purpose of universities is to serve people	.21	.06	.03	.07	.70	.03	.21	-.01
	Q50 Opportunity to be in environment with faculty	.18	-.04	.05	.20	.12	.65	.30	.03
	Q51 General Autonomy available in administration in higher education	.06	.01	.81	.15	.10	.04	.25	.11
	Q52 Recognition and prestige associated with working in higher education	.08	.01	.15	.17	.08	.08	.12	.82
	Q53 Opportunities to meet or to work with interesting people	.02	-.18	.12	.19	.07	.13	.77	-.01
	Q54 Opportunities to meet higher education administrators	.20	-.02	.15	-.11	.15	.07	.81	.32
	Q55 Accessibility of facilities found at most universities	.09	.08	.07	.73	.07	-.02	.08	.15
	Percent of variance	9.8	17.7	23.3	30.0	38.6	44.4	51.7	58.0

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TABLE 2

RANK ORDER OF IMPORTANCE OF TARGETS
TO MID-LEVEL ADMINISTRATORS

Targets	1 Most Important		2 Second in Importance		3 Least Important		N
	#	%	#	%	#	%	
A Career in Higher Education	46	18.4	47	18.8	157	62.8	251
The Institution	86	34.1	119	47.2	47	18.7	252
The Position	126	50.2	82	32.7	43	17.1	251

TABLE 3

DEGREE OF COMMITMENT MID-LEVEL ADMINISTRATORS EXPRESSED TOWARD THE THREE TARGETS: THE CAREER IN HIGHER EDUCATION, THE INSTITUTION, AND THE POSITION

Target Areas	Degree of Commitment										Mean	N
	1 Not Important At All		2 Only a Little Important		3 Moderately Important		4 Considerably Important		5 Extremely Important			
	#	%	#	%	#	%	#	%	#	%		
A Career in Higher Education	46	18.3	62	24.7	91	36.3	40	15.9	12	4.8	2.64	251
The Institution	15	5.9	26	10.3	49	19.4	89	35.2	74	29.2	3.72	253
The Particular Position	19	7.5	30	11.9	66	26.1	27	28.1	67	26.5	3.54	253

TABLE 4

PAIRWISE TWO-TAILED T-TESTS BETWEEN LINKAGE INDICES

Indices Compared	N for Test	Means	Standard Deviation	T-Test	Significance
Index 3: Autonomy Index 5: Pride	251	3.84 3.69	1.01	3.868	.0001
Index 5: Pride Index 8: Recognition & Prestige	251	3.69 3.56	.96	3.270	.0240
Index 5: Pride Index 7: Interesting People & Colleagues	251	3.69 3.52	.88	3.082	.0023
Index 8: Recognition & Prestige Index 7: Interesting People & Colleagues	251	3.56 3.52	.87	-.602	.5478
Index 8: Recognition & Prestige Index 2: Salary & Fringe Benefits	251	3.56 3.39	.92	-2.932	.0037
Index 7: Interesting People & Colleagues Index 2: Salary & Fringe Benefits	251	3.52 3.39	1.02	-2.134	.0338
Index 8: Recognition & Prestige Index 4: Facilities & Social/Cultural Opportunities	251	3.56 3.31	1.02	-3.806	.0002

Table 4 (continued):

Indices Compared	N for Test	Means	Standard Deviation	T-Test	Significance
Index 7: Interesting People & Colleagues	251	3.52	1.022	-3.289	.0012
Index 4: Facilities & Social/Cultural Opportunities		3.31			
Index 2: Salary & Fringe Benefits	251	3.39	1.08	1.10	.2707
Index 4: Facilities & Social/Cultural Opportunities		3.31			
Index 2: Salary & Fringe Benefits	251	3.39	1.239	5.30	.0000
Index 6: Faculty		2.97			
Index 4: Salary & Fringe Benefits	251	3.31	1.122	4.80	.0000
Index 6: Faculty		2.97			
Index 2: Salary & Fringe Benefits	250	3.39	1.29	-8.51	.0000
Index 1: Students		2.94			
Index 4: Facilities & Social/Cultural Opportunities	250	3.31	1.12	-5.21	.0000
Index 1: Students		2.94			
Index 6: Faculty	250	2.97	1.10	-.37	.7134
Index 1: Students		2.94			

TABLE 5

ANALYSIS OF VARIANCE OF THE MEANS OF THE THREE ORIENTATION GROUPS ON THE EIGHT LINKAGE INDICES

Linkage Indices	Orientation Groups	Means of Groups	N	Std. Dev.	F-Statistic	Degrees of Freedom	Significance
Factor Index 1: Students	Group 1 (University)	2.97	80	1.02	9.07	246	.0002
	Group 2 (Career)	3.48	44	1.01			
	Group 3 (Position)	2.73	123	.98			
Factor Index 2: Salary and Fringe Benefits	Group 1 (University)	3.35	80	.69	1.04	247	.3535
	Group 2 (Career)	3.20	44	.82			
	Group 3 (Position)	3.45	124	.68			
Factor Index 3: Autonomy	Group 1 (University)	4.02	80	.66	1.36	250	.2838
	Group 2 (Career)	4.05	45	.84			
	Group 3 (Position)	3.87	126	.87			
Factor Index 4: Facilities & Social/Cultural Opportunities	Group 1 (University)	3.34	80	.90	.25	247	.7814
	Group 2 (Career)	3.37	44	.85			
	Group 3 (Position)	3.27	124	.87			
Factor Index 5: Pride	Group 1 (University)	3.98	80	.74	7.90	247	.0005
	Group 2 (Career)	3.56	44	.93			
	Group 3 (Position)	3.55	124	.78			
Factor Index 6: Faculty	Group 1 (University)	3.18	80	.94	3.84	249	.0227
	Group 2 (Career)	3.11	44	1.08			
	Group 3 (Position)	2.81	126	.94			
Factor Index 7: Interesting People & Colleagues	Group 1 (University)	3.68	80	.69	5.67	247	.0039
	Group 2 (Career)	3.68	44	.66			
	Group 3 (Position)	3.38	124	.75			
Factor Index 8: Recognition & Prestige	Group 1 (University)	3.57	80	.78	.41	250	.6650
	Group 2 (Career)	3.47	45	.78			
	Group 3 (Position)	3.59	126	.70			

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TABLE 6

COMPARISONS OF THE MEANS BETWEEN SETS OF THE THREE ORIENTATION GROUPS ON THE EIGHT LINKAGE INDICES

Linkage Indices	Groups Compared	F-Statistic	Significance
Factor Index 1: Students	Groups 1 and 2	7.24	.0076
	Groups 1 and 3	2.81	.0947
	Groups 2 and 3	18.03	.0000
Factor Index 2: Salary and Fringe Benefits	Groups 1 and 2	.22	.6372
	Groups 1 and 3	.98	.3230
	Groups 2 and 3	1.73	.1899
Factor Index 3: Autonomy	Groups 1 and 2	.04	.8363
	Groups 1 and 3	1.68	.1962
	Groups 2 and 3	1.66	.1987
Factor Index 4: Facilities and Social/Cultural Opportunities	Groups 1 and 2	.04	.8424
	Groups 1 and 3	.25	.6145
	Groups 2 and 3	.39	.5325
Factor Index 5: Pride	Groups 1 and 2	7.99	.0051
	Groups 1 and 3	14.4	.0002
	Groups 2 and 3	.001	.9430

Table 6 (continued):

Linkage Indices	Groups Compared	F-Statistic	Significance
Factor Index 6:	Groups 1 and 2	.14	.7041
Faculty	Groups 1 and 3	6.80	.0097
	Groups 2 and 3	2.96	.0864
Factor Index 7:	Groups 1 and 2	.00	.9742
Interesting People	Groups 1 and 3	8.81	.0033
& Colleagues	Groups 2 and 3	6.05	.0146
Factor Index 8:	Groups 1 and 2	.57	.4490
Recognition	Groups 1 and 3	.01	.9391
& Prestige	Groups 2 and 3	.77	.3816

TABLE 7

DISCRIMINANT WEIGHTS OF THREE CRUCIAL LINKAGE INDICES WITH TWO DISCRIMINANT FUNCTIONS

Linkage Items	First Discriminant Function	Second Discriminant Function
Factor Index 1: Students	1.01	.15
Factor Index 5: Pride	-1.15	.71
Factor Index 7: Interesting People and Colleagues	.31	.76
Total Correlation	.34	.25
Percent Variance	65.48	34.52

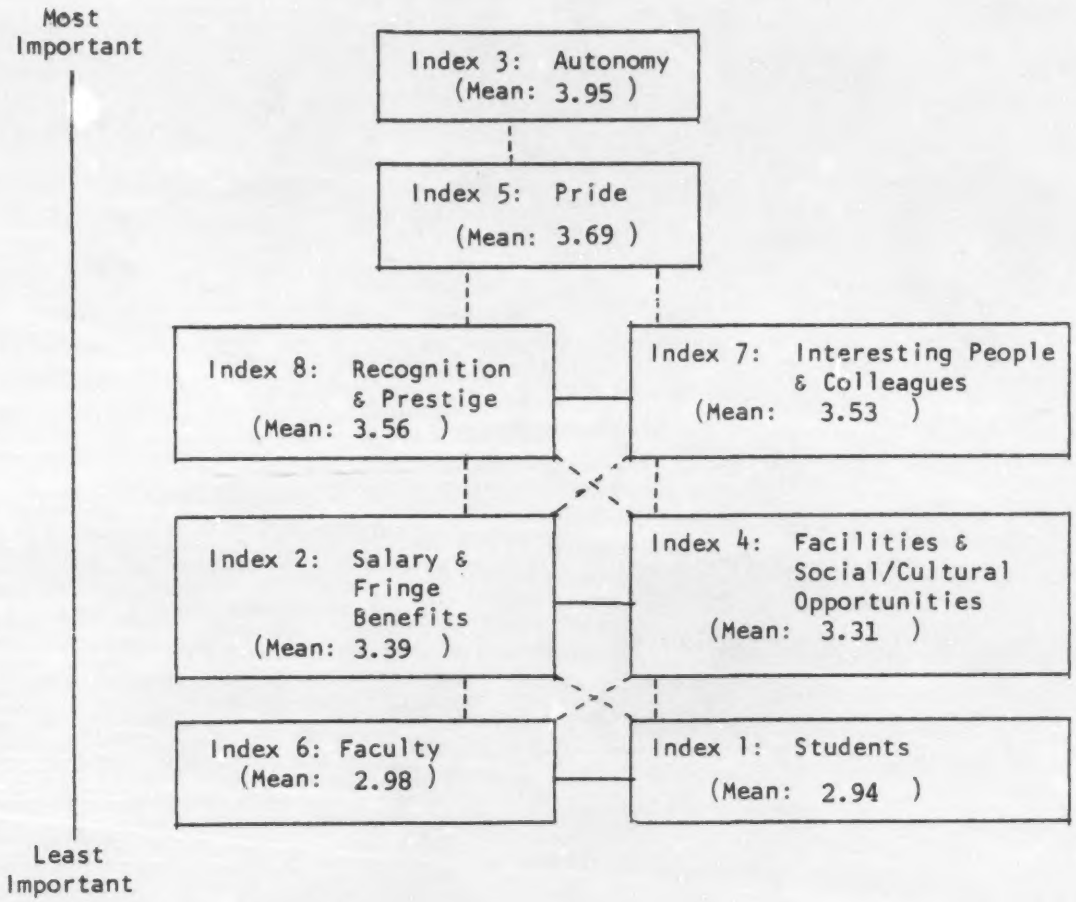
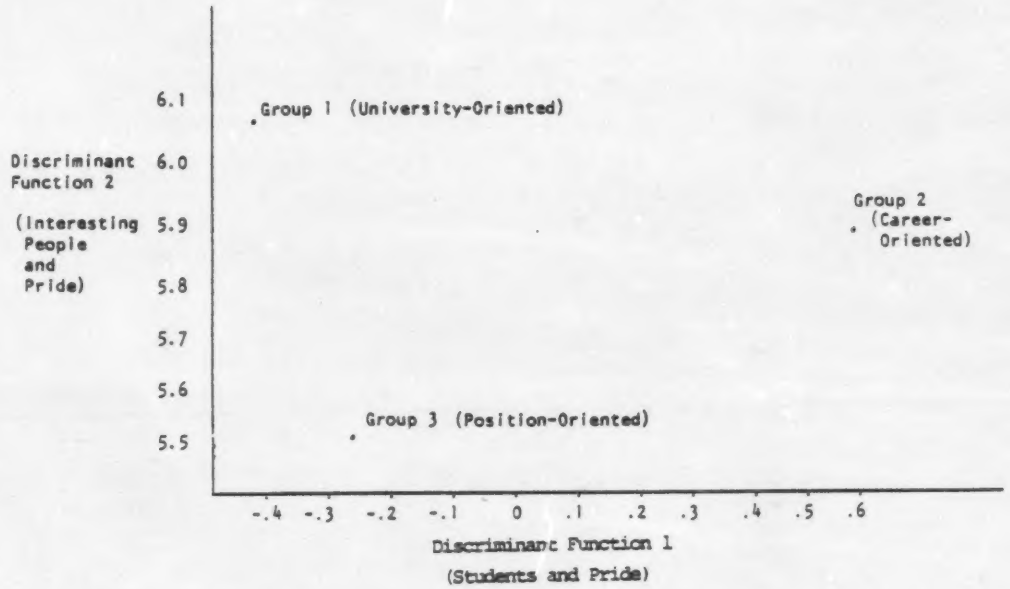

Most Important
Index 3: Autonomy (Mean: 3.95)
Index 5: Pride (Mean: 3.69)
Index 8: Recognition & Prestige (Mean: 3.56)
Index 7: Interesting People & Colleagues (Mean: 3.53)
Index 2: Salary & Fringe Benefits (Mean: 3.39)
Index 4: Facilities & Social/Cultural Opportunities (Mean: 3.31)
Index 6: Faculty (Mean: 2.98)
Index 1: Students (Mean: 2.94)
Least Important

Figure 1. Diagram of Importance of Linkages to Work Commitment[1]

[1]The diagram shows the relative importance of various types of linkages in contributing to the work commitment of university mid-level administrators, at the combined three levels of work role, institution, and career. Dotted lines indicate significant differences between the means at the .05 level. Solid lines indicate non-significant differences between the means.



Means

	Discriminant Function 1	Discriminant Function 2
Group 1 (University)	-.4213	6.0743
Group 2 (Career)	.5782	5.8531
Group 3 (Position)	-.2732	5.5037

Figure 2. Pictorial and Numerical Presentation of the Centroids of the Three Orientation Groups on the Discriminant Functions Derived From Linkages

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